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man can attain. If we can develop in our students the power of growth, open-mindedness, and intellectual honesty, the college will stand fully justified by its product."

J. H. LATANÉ, in *School and Society*.

UNDERGRADUATE PSYCHOLOGY.—"The decision of the college man—and it is as hard and granite-like as any of the Supreme Court's—is that there are just two things to be got out of college; one of them is the ability to concentrate, to work hard, to stay up late at night fidgeting over a problem until it has become possible to solve it, to study six hours at a stretch without becoming a physical wreck; and the other is the faculty of not being ridiculous. From the last of these, critics of college education might be expected to learn something, but they don't; it is a minor strain, yet it runs all through undergraduate life and has a very definite function in a college man's education. But the first of these is a rockbound conclusion, and all the king's horses and all the king's men cannot shake his faith in its efficacy. It is something definite in all this sea of indefinitude which is college life that he can pin to; even if he has forgotten everything he ever learned, even if details, dates, theorems, and theories have escaped him, leaving his mind a perfect blank, if he shall have acquired the faculty of work, the blessing of concentration, he shall not be altogether assetless. The facts and fancies that his brain is stuffed with, it is his business to forget, the sooner the more painlessly, but if he has learned to concentrate for a sufficient length of time without flinching upon an unpleasant textbook written with approved dullness, he feels that his efforts at an education have not been in vain."

Harvard Graduates Magazine.

THE JUNIOR COLLEGE.—"There is no doubt of the fact that before long it will become necessary to redefine the nature and the function of the state university. The rapid increase in numbers has so intensified the problem of administration that, even were the students that enter all that could be desired, some limit must be set to the number of students and faculty. Even now it has come about that few instructors know even the names of the students in their classes, and there are a dozen state universities where the president rarely comes into direct contact with the professors. The wonder is we are doing so well in spite of the heavy handicap popular education has put on its 'institutions of higher learning.'